



The Federation of St Paul and St Martin of Porres Catholic Primary Schools



Equality and Inclusion Policy

June 2026

Policy Originator	
Status	Statutory
Governor Responsible	Susan Bartlett
Signed	Susan Bartlett
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The Federation of St Paul and St Martin of Porres Catholic Primary Schools was established on 1st September 2021 and whilst the two schools of St Paul's Catholic Primary School and St Martin of Porres Catholic Primary School operate as two separate schools they are overseen by a single governing body. The Federation of St Paul and St Martin of Porres Catholic Primary Schools will be herein referred to as 'the Federation'.

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'You are, all of you, sons of God through faith in Christ Jesus. All baptized in Christ, you have all clothed yourself in Christ, and there are no more distinctions between Jew and Greek, slave and free, male and female, but all of you are one in Christ Jesus.'

Galations 3: 26–29.

1. Federation ethos and values

As a Catholic Federation, our commitment to the Gospel compels us to promote justice, equality and human dignity. We strive to foster a secure, inclusive and trusting environment where every member of our community is treated with respect, compassion and fairness. Our diverse community of pupils, staff and families is united through our shared mission to live in faith, mutual understanding and service to others. In all our work, we seek to promote inclusion and challenge any form of inequality.

The Governing Body is committed to ensuring that the Federation offers an inclusive and enriching education for every pupil, regardless of ethnicity, culture, gender, faith, disability or background. Our staff must uphold these principles through their teaching, interactions and professional conduct.

2. Legislative and guidance

This document meets the requirements under the following legislation:

- [The Equality Act 2010](#), which introduced the Public Sector Equality Duty and protects people from discrimination
- [The Equality Act 2010 \(Specific Duties\) Regulations 2011](#), which require schools to publish information to demonstrate how they are complying with the Public Sector Equality Duty and to publish equality objectives

This document is also based on Department for Education (DfE) guidance:

[The Equality Act 2010 and schools](#), the [technical guidance for schools from the Equality and Human Rights Commission](#) and [guidance from the Government Equalities Office on meeting the specific duties that support the Public Sector Equality Duty](#).

2.1 This policy has due regard to statutory legislation including, but not limited to, the following:

Human Rights Act 1998
Special Educational Needs Regulations 2014
Education and Inspections Act 2006
Equality Act 2010
The Equality Act 2010 (Specific Duties) Regulations 2011
Public Sector Equality Duty (PSED)
UK General Data Protection Regulation (UK GDPR)

3. Aims

Our schools aim to meet their obligations under the Public Sector Equality Duty (PSED) by having due regard to the need to -

- Eliminate discrimination, harassment, victimisation and other conduct that is prohibited by the Equality Act 2010.
- Advance equality of opportunity between people who share a protected characteristic and people who do not share a relevant protected characteristic.
- Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it. The protected characteristics are -
 - Age (in relation to employment only)
 - Disability
 - Race (including colour, nationality, ethnic and national origin)
 - Sex
 - Gender reassignment
 - Maternity and pregnancy
 - Religion and belief
 - Sexual orientation
 - Marriage and civil partnership (for employees)

To achieve our aims, the Federation will adopt the following -

4. Principles

- Ensure staff are aware of their responsibilities, are given necessary training and support, and report progress to the governing body.
- Ensure that the recording and reporting of equality and inclusion is sufficiently scrutinised.
- Foster positive attitudes and relationships, and a shared sense of cohesion and belonging, and ensure this is promoted in our policies, procedures and activities.
- Observe good equalities practice in staff recruitment, retention and development, and ensure that all policies and procedures benefit all employees and potential employees regardless of their race, gender, disability, religion/belief, sexual orientation or age, and with full respect for legal rights relating to pregnancy and maternity
- Ensure that policies, procedures and activities benefit society as a whole, both locally and nationally, by fostering greater social cohesion, and greater participation in the public life of everyone, regardless of their race, gender, disability, religion/belief, sexual orientation or age.
- Ensure staff promote an inclusive and collaborative ethos in the school, challenging inappropriate language and behaviour, responding appropriately to incidents of discrimination and harassment, and showing appropriate support for pupils with additional needs, maintaining a good level of awareness of issues surrounding equalities.

5. Roles and responsibilities

The Federation will monitor attendance, attainment, exclusions, participation and behaviour data across protected characteristics to identify whether any groups of pupils are disproportionately affected and to support early intervention.

The Governing Body is responsible for ensuring that:

- The Schools comply with all equality legislation relevant to the Federation community;

- The Federation's Equality and Inclusion Policy is maintained and updated annually;
- Procedures and strategies related to the policy are implemented;
- Meet its obligations under the Public Sector Equality Duty to publish equality objectives;
- The governing body will monitor all racist incidents and ensure that appropriate action is taken in relation to all said incidents.

The Headteacher and Senior Leadership Teams are responsible for:

- Providing leadership and vision in respect of equality and inclusion, together with the Governing body;
- Overseeing the implementation of the Equality and Inclusion Policy;
- Co-ordinating the activities related to equality and inclusion;
- Ensuring that all who enter the Schools are aware of, and comply with, the Equality and Inclusion Policy;
- Ensuring that all staff are aware of their responsibilities and are given relevant training and support;
- Taking appropriate action in response to racist incidents, discrimination against persons with a disability and sexual harassment or discrimination;
- Maintaining a record of any incidents.

All Staff in both schools are responsible for:

- Promoting an inclusive and collaborative ethos in their classrooms by planning and delivering curricula and lessons that reflect the Federation's principles e.g. providing materials that give positive images in terms of race, gender and disability.
- Dealing with incidents of discrimination and knowing how to identify and challenge bias and stereotyping;
- Not discriminating on grounds of race, disability, gender, or other equality issues;
- Keeping up to date with equalities legislation by attending training events organised by the Federation, Schools, Diocese or Local Authority.

6. Effective application of the policy

6.1 Teaching and Learning

We aim to provide all our pupils with the opportunity to succeed, and to reach the highest level of personal achievement. To do this, teaching and learning will:

- Ensure equality of access for all pupils and prepare them for life in a diverse society;
- Use materials and resources that reflect a range of cultural backgrounds;
- Promote attitudes and values that will challenge discriminatory behaviour;
- Provide opportunities for pupils to appreciate their own and other cultures:

- Use a range of sensitive teaching strategies when teaching about different cultural traditions;
- Develop pupil awareness so that they can detect bias and challenge discrimination;
- Ensure that the PSHE and Citizenship curriculum cover issues of equalities, diversity, human rights and inclusion;
- All curriculum areas, where appropriate, promote and celebrate the contribution of different ethnic groups to the subject matter;
- Seek to involve all parents in supporting their child's education;
- Provide educational visits and extra-curricular activities that reflect all pupil groupings;
- Take account of the performance of all pupils when planning for future learning and setting challenging targets;
- Make best use of all available resources to support the learning of all groups of pupils.

6.2 Personal Development and Pastoral Guidance

- Pastoral staff take account of disability needs, gender and ethnic differences;
- All pupils/staff/parents/carers are given support as appropriate when they experience discrimination. We also recognise that the perpetrators of discrimination are themselves sometimes victims of their personal circumstances and therefore, where appropriate, remedial work is done to ensure that the actions do not occur again;
- Positive role models are used throughout the Schools to ensure that different groups of pupils can see themselves reflected in the School community.

6.3 Curriculum

- Each area of the curriculum is planned to incorporate the principles of equality and to promote positive attitudes towards equality and inclusion where relevant and appropriate;
- Pupils will have opportunities to explore concepts and issues relating to identity and equality;
- All steps are taken to ensure that all pupils have access to mainstream curriculum by taking into account the cultural and lifestyle backgrounds of all pupils, their linguistic needs are taken into account and their learning styles are considered.

6.4 Staff Recruitment and Professional Development

- All posts are advertised formally and open to the widest group of applicants;
- All those involved in recruitment and selection are trained and aware of what they should do to avoid discrimination and ensure equality good practice throughout the recruitment and selection process;
- Access to opportunities for professional development is monitored on equality grounds;
- All Federation equality and inclusion policies and practices are covered in staff induction;

- All supply staff are made aware of equalities policies and practices.

6.5 Partnerships with Parents/Carers and Communities

- All parents/carers are encouraged to participate fully in the life of the Schools;
- Groups made up of members of the school community, local community, parents/carers, local faith and disability groups may be developed to deal with matters related to the Federation's equality duties;
- Members of the local community are invited and encouraged to attend School activities as appropriate.

7. Promoting equality

In order to meet our objectives, the school has identified the following priorities:

- 7.1 The Federation will seek to provide auxiliary aids that are directly related to disabled children's educational needs as far as reasonable adjustments can be made.
- 7.2 Staff will ensure that all pupils are able to take part in extra-curricular activities and residential visits, and the school will monitor uptake of these visits to ensure no one is disadvantaged on the grounds of a protected characteristic.
- 7.3 The Federation will ensure that all forms of prejudice-motivated bullying are taken seriously and dealt with equally and firmly including racist, homophobic, biphobic, transphobic, sexist and disability-related bullying.
- 7.4 There will be differential schemes of work adapted to meet the abilities and learning styles of all pupils.
- 7.5 There will be a clearly defined disciplinary system, which will be consistently enforced.
- 7.6 The schools will increase access for disabled children and young people to the school curriculum and will take necessary steps to meet pupils' needs by using a variety of approaches and planning reasonable adjustments for disabled pupils, enabling our pupils to take as full a part as possible in the activities of the schools.
- 7.7 The schools will ensure there is reasonable access to the physical environment of the schools.
- 7.8 The schools will improve the delivery of written information to disabled children and young people.
- 7.9 The schools will seek the views of advisory staff, outside agencies and local schools.
- 7.10 Throughout the year, the schools will plan ongoing events to raise awareness of equality and inclusion.

- 7.11 Bullying and prejudice will be carefully monitored and dealt with accordingly. Regular training will be given to both existing and new staff to ensure that they are aware of the process for reporting and following up incidents of prejudice-related bullying.

8. Addressing prejudice-related incidents

- 8.1 We are committed to eliminating unlawful discrimination, advancing equality of opportunity, and fostering good relations within our school community. Any incidents of unlawful discrimination will be logged. Incidents of racist language and behaviour will be logged in Arbor and responded to in line with our behaviour policy.

9. Collecting and using information

- 9.1 The schools will collect equality information for the purpose of:
- Identifying key issues, e.g. unlawful discrimination in teaching methods;
 - Assessing performance, e.g. benchmarking against similar organisations locally or nationally;
 - Taking action, e.g. adapting working practice to accommodate the needs of staff who share protected characteristics.
- 9.2 The schools will build an equality profile for staff to assist with identifying any issues within their recruitment regime. The school will obtain the following information from their staff:
- Recruitment and promotion;
 - Numbers of part-time and full-time staff;
 - Pay and remuneration;
 - Training;
 - Returning to work of women on maternity leave;
 - Returning to work of disabled employees following sick leave relating to their disabilities;
 - Appraisals;
 - Grievances (including for harassment);
 - Dismissals and other reasons for leaving.
- 9.3 The schools will use the information they obtain to analyse any gaps present in their equality procedures.
- 9.4 Any personal data the schools collect will be processed in accordance with the UK GDPR and the Federation Data Protection Policy

10. Equality objectives

Whilst continuously aiming to improve the implementation of equality-related policies and procedures, The Federation has established the following objectives in line with the Federation's Public Sector Equality Duty (PSED) statutory obligations:

Objective 1:

Strengthen and embed high-quality training for staff and governors so that our school actively promotes a culture of respect, inclusion, and a clear understanding of the value of diversity.

Why we have chosen this objective:

We want to ensure our school is a workplace where everyone feels included, respected, and supported to thrive, and where inclusive practice is consistently understood and applied.

To achieve this objective, we will:

- Allocate time for refresher training during the September INSET day
- Provide ongoing training opportunities for governors
- Include regular review and discussion of equality and inclusion within staff and governor meetings
- Ensure all recruitment and appointment processes comply fully with equal opportunities legislation and promote fairness and equity.
- Review and strengthen the induction programme for new staff to ensure expectations around inclusion and diversity are clear from the outset
- Appoint an Equality governor

Objective 2:

Advance racial equality by ensuring that our curriculum and wider learning experiences reflect and celebrate a diverse range of cultures, ethnicities and histories, and provide all pupils with meaningful opportunities to see themselves and others represented.

Why we have chosen this objective:

We want all pupils to feel seen, valued and respected within our school community. A curriculum that reflects diversity helps to challenge stereotypes, broaden understanding and prepare children to live positively in a multicultural society.

To achieve this objective, we will:

- Review and develop the curriculum to ensure diverse representation across subjects
- Audit and update books, resources and displays to reflect a range of cultures and perspectives
- Provide staff training to support inclusive teaching and confident discussion of race and equality
- Celebrate a range of cultural events and incorporate them meaningfully into learning
- Gather pupil voice to understand how well diversity is reflected and make improvements where needed

Objective 3:

Promote inclusion for pupils with SEND and/or disability by ensuring they have equitable access to, and meaningful participation in, all aspects of school life, including extra-curricular activities and pupil leadership opportunities (e.g. school council, clubs).

Why we have chosen this objective:

We are committed to ensuring that all pupils, including those with SEND, feel valued,

included and able to contribute fully to school life. Participation beyond the classroom supports confidence, independence and a strong sense of belonging.

To achieve this objective, we will:

- Review and adapt extra-curricular activities to remove barriers to participation
- Ensure reasonable adjustments and appropriate support are in place for clubs and leadership roles
- Encourage and support pupils with SEND to take on leadership opportunities
- Work closely with families to understand needs and promote engagement
- Monitor participation rates and gather pupil voice to identify and address any gaps

11. Compliance, monitoring and review

In order to meet the statutory requirements to publish information to demonstrate how they are complying with the Public Sector Equality Duty (PSED) and publish objectives, we will:

- Publish our information and objectives on the school website.
- Raise awareness of the objectives through the school newsletter, assemblies, staff meetings and other communications.
- Make sure hard copies are available.

These objectives will be published to the Federation schools' websites at –

<https://www.stmartinofporres.co.uk/Equality-Duty-Statement/>
<https://www.stpaulswoodgreen.org.uk/Equality-Duty-Statement/>

The Headteacher will update the equality information we publish at least every year in accordance with the Equality Act 2010 (Specific Duties) Regulations 2011

This document will be reviewed annually by the Governing Board to ensure continued compliance with equality legislation and the Public Sector Equality Duty.

Federation-specific equality objectives will be reviewed by the governing board and Headteacher at least every 4 years.

This document will be approved by the Governing Board.

11.1 This policy operates in conjunction with the following school policies:

- Admissions Policy
- Complaints Policy
- Accessibility Plan
- SEND Policy
- Behaviour Policy
- School Improvement Plan